



PRIVATE SECTOR CONTRIBUTIONS ON TEACHING AND LEARNING RESOURCES IN PUBLIC PRE-PRIMARY CENTRES IN KEIYO SOUTH SUB COUNTY, KENYA

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Abstract:

Access to early childhood education, equity in access and quality education provision, is constrained by various factors, including an insufficient number of trained teachers, an inadequate number of ECDE centres and limited availability of teaching and learning materials. When the government fails to provide adequate support to pre-primary centres, schools are encouraged to forge partnerships with non-governmental organisation (herein referred to as private sector) to enhance quality education provision in pre-primary institutions. Therefore, the paper focuses on the contribution of private sector on teaching and learning resources in public pre-primary centres in Keiyo South Sub County. This study adapted a descriptive survey research design. The target population for this study was 155 head-teachers, 273 pre-school teachers and 1 ECDE programme officer. One set of questionnaires was used to collect data from pre-school teachers. Structured interview guides were used to collect data from the education programme officer and head teachers. Study results showed that the private sector contribution to the quality of ECDE curriculum provision in public pre-schools in Keiyo Sub County was positive but weak for provision of teaching and learning resources. The study concluded that private sector contributions to education sector through provision of teaching and learning materials on quality education provision in public pre-primary institutions. The study recommends that public pre-school centres need to work together with private sector players through creation of open door policy for them to invest in the sector.

Keywords: private sector, teaching, learning, resources, pre-primary

1. Introduction

Improving early childhood education and care is a major theme today in the world. Participants in the 1990's World Conference on Education for All (EFA) in Thailand, pledged to provide quality fundamental education for all children and massively reduce adult illiteracy by the end of the decade (Chabbott, 2013). This was followed up in 2000 with the Dakar framework of Action on Education for All (AEA) where the participants undertook to continue expanding and improving comprehensive early childhood education and care, especially for the most vulnerable and disadvantaged children. They further committed to provide basic education to all children especially to those belonging to ethnic minorities, have access to and complete, free and compulsory ECDE and Primary education of good quality (Bergen & Hardin, 2013). To achieve this, they resolved to mobilize strong national and international Political commitment for education for all, develop national action plans and to enhance significantly investment in basic education. Despite these efforts, the dream of quality education for all has not yet been met in Kenya (Miller & Elman, 2013; Kafu, 2016).

The Kenya pre-primary education programme encourages partnership at all levels. The government, parents, communities and the private sector (for instance religious organizations, private companies, NGOs and individuals) are the main sources of ECD finance and support (Kombo & Gogo, 2012). The community is the most important partner in the development of the centers, taking responsibility for the provision of physical facilities, furniture, payment of salaries, organizing feeding programmes, labour, and provision of learning and play materials (Mukonyo, 2018). Christian churches have played a pivotal role in the provision of primary, secondary and higher education in Kenya. However, the participation of the church in early childhood education appears minimal (Kombo & Gogo, 2012).

With the passage of Kenya constitution in the year 2010, the county government were given the responsibility of managing pre-school education. The County governments, through the county education boards are tasked with the responsibility of overseeing the operation and management of Pre-primary education programs. Although county governments have been entrusted with the role of managing ECDE in the counties, little is known about their achievements in the endeavour. Other stakeholders also wonder whether there are enough funds to enable county governments to improve the quality of services provided to the learners in pre-schools in Kenya. Keiyo Sub County is also known as Keiyo North constituency is one of the four Sub counties of the larger Elgeiyo-Marakwet County. In terms of data on educational performance from County Education department, the sub county lags behind in ensuring 100% transition of learners from pre-school to grade one than other sub-counties. The problem is further compounded by high transfer rate (15.6%) per annum of learners from the public pre-schools to private and missionary institutions.

1.1 Statement of the Problem

In Keiyo Sub County, County Education report (2018) shows that access to early childhood education, together with equity and quality of provision has been a challenge facing the pre-school education sector there. Reports of pre-schools having insufficient number of trained teachers, an inadequate number of ECDE centres, limited availability of teaching and learning materials, limited community participation, and inadequate nutrition and health support services have seen movement of pre-school pupils from public to private institutions. Considering that learners have the right to receive quality education, the number of untrained teachers is still high (56%) in the public ECDE centres and so they lack skills to enhance the holistic development and learning of children. This makes it impossible for these learners to compete with other pupils in other parts of the country when entering class one. Therefore, the paper looks at the efforts that private sector players are providing to ensure provision quality education through teaching and learning materials in public pre-primary centres in Keiyo Sub County, Kenya.

1.2 Objective of the Study

To establish the contribution of private sector on provision teaching and learning materials on quality pre-school education in Keiyo Sub-county

2. Literature Review

2.1 Private Sector Involvement in the Provision of Pre-School Education

Early Childhood Education is key to the development of the child's psychomotor, cognitive and affective skills. Republic of Kenya (2003) postulates that early childhood education programs play a crucial role in laying a foundation for primary and subsequent further education, and character formation. Nasibi (2005) notes that, a poor start leads to deficiency in the final product of the education system in spite of the length of time spent in the school. The Education for All Report (2007) confirms that children's success in life begins in the early years of childhood and investment in Early Childhood Education has a direct and positive impact on primary school enrolment, retention and completion. Kenya Early childhood education program in Kenya operates based on partnership, collaboration and networking.

The main stakeholders in Early Childhood Education are the parents, the community and the private sector. Other partners are: Government of Kenya and its constituent ministries coordinated by Ministry of Education (MOE). Nongovernmental organizations (NGOs) such as, community-based organizations (CBOs), Faith-based organizations have been providing support to ECE as well as bilateral and multilateral partners including UNICEF, Aga Khan Foundation (AKF), Bernard Van Leer Foundation (BVLf), World Bank, and UNESCO.

The policy on partnerships aims at enhancing the involvement of various partners in the provision of early childhood education services (UNESCO, 2005). The roles of these stakeholders and the coordination mechanism were defined in the National ECDE Policy

Framework developed in 2005 by UNESCO in collaboration with the MoE and standard guidelines launched in 2007. The Ministry of Education on the other hand provides policy guidelines on capacity building of ECDE personnel, develops curriculum, supervises ECDE programs and registers ECE centres. Ministry of Education also trains and certifies early childhood education teachers and trainers and maintains standards and quality assurance. The NGOs and FBO have complemented the government's efforts by mobilizing resources, supporting capacity building for ECE programs and advocacy through community sensitization (UNESCO, 2005). Bilateral and multilateral development partners have supported ECE programs through resource mobilization, capacity building, advocacy, technical support and funding ECE and ECDE programs through the ministry of Education. For instance, the Community Support Grant from the World Bank has assisted improve infrastructure in ECE centres especially in marginalized and pockets of poverty areas impacting positively on participation and quality of services offered (RoK, 2007). However, there could be no clear policy on financing and lack of coordinating mechanism to facilitate participation of stakeholders. This has resulted in diversity of practices by various stakeholders compromising the quality of service offered. The impact of involvement by all these stakeholders in ECE is unknown and how it has affected the growth and effectiveness of the program.

Swedish International Development cooperation Agency (2006), reports that the Kenya pre-school education programme encourages partnership at all levels. The government, parents, communities and the private sector (religious organizations, private companies, NGOs and individuals) are the main sources of ECDE finance and support. While the government allocates less than 1% of the education ministry's budget for preschool education, parents and the communities currently manage 75% of the preschools in the country. The largest source of external assistance in recent years has been the World Bank's ECD project loan of 1996/7-2003/4, targeting disadvantaged children aged 0+-8 and their parents (UNESCO, 2005). The project focused on teacher training and community capacity building for service delivery, stressing the importance of meeting children's nutritional and health needs as well as their learning needs. Professional qualification of ECE teachers has a positive correlation with the quality of service at the ECE centres.

The first priority for improving pedagogy at ECE Centres is teacher training. Teachers should learn how to make the ECE classroom environment more child-centred and child friendly (UNESCO, 2005). Training is important in preparing teachers for their work since it equips them with necessary knowledge, skills and attitudes needed to perform their duties competently.

Peter (2001) observes that, better educated pre-school teachers with specialized training are more effective. This requires that the stakeholders should fund the professional development of teachers.

World Bank (1997) notes that pedagogical and practical skills in ECE are important for the effectiveness of ECE teachers and their capacity to deliver a quality ECE program. The proposed study will investigate the role of private sector in financing in-service

training of pre-school teachers in Keiyo sub-county, Kenya. This is due to the fact that teachers with specialized training are more effective.

The Republic of Kenya (2006) recommended that ECE teachers and caretakers should possess professional qualifications of at least a certificate in ECE from a government institution or an institution approved by the government. The government also stressed that ECE teachers and their trainers should acquire full knowledge of the multi-dimensional aspect of child development (UNESCO, 2005). This is an indication that training is paramount for ECE teachers and practitioners. A study by Sifuna and Karagu (1988) found out that the teacher is a key determinant of service quality at preschool. His/her effectiveness is determined by the qualification and training, supervision and support the teacher is given.

Teachers with low grades experience difficulty in implementing National Centre for Early Childhood Education curriculum, especially in language development. This is because these teachers may have failed in this subject making it difficult for them to handle it. This is why the teachers employed in pre-schools in Keiyo sub-county should attend in-service training to enable them to sharpen their skills in teaching and learning process. However, in-service training is a costly exercise that cannot be left to the county governments alone. The proposed study seeks to establish the ways in which the private sectors assist the county governments in providing funds for in-service training of the pre-school teachers.

Ngome (2002) emphasized the training of teachers as this has a direct influence on knowledge, skills, and practices acquired by the teacher and passed on the ECE child. He also noted that the high attrition rate in ECD education is likely to affect quality of service provision.

Ndegwa (2005) noted that qualified teachers were favourable to child centred teaching methodologies which were mainly emphasized during training. The Education Africa ECD Project supports quarterly workshops for continued professional development of the ECE teachers in South Africa. On-site training by ECD specialist is offered at all Education Africa ECD partner schools on a regular basis, as well as continuous assessment and mentorship. This ensures that what has been learnt at the workshops is implemented in the classroom. Following a 12-month period of training, caregivers are assessed and if successful, they are presented with Play-with-a-Purpose Certificates at a graduation ceremony (ADEA, 2009). The current study will be done in Kenya, specifically in Keiyo sub-county to determine the ways in which private sector help in financing in-service training of pre-school teachers.

Education Africa developed a project on ECD in Ghana aimed at assisting caregivers in impoverished communities who are tasked with looking after preschool children while their parents are at work. Many of these caregivers had limited education and therefore no access to formal training. Education Africa ran a yearlong series of workshops to assist them in ensuring that the children in their care acquire the necessary skills needed when entering the formal school system. On-site visits are also undertaken by ECD specialist to ensure that the skills, which the caregivers have learnt in the

workshops, are implemented in the classroom. From the reviewed literature, it is clear that the practitioners require prerequisite skills and knowledge for effective service delivery in the ECE centres. The Ghana National Association of Teachers in collaboration with the Danish ECE Educators Association innovated a program dubbed 'train the teacher to train the child'. The aim of the program was to give adequate skills and training to care givers in both private and public ECE centres and unionise them. The project covered six out of eight regions in Ghana. The association organises workshops for care givers and government departments and agencies involved in ECE. It also develops materials for teacher improvement to help children develop holistically (ADEA, 2009). Kenya has attempted to emulate this by mounting workshops and in-service courses for ECE teachers through the Ministry of Education. Efforts to sensitise other ECE stakeholders by the DICECE officers has not yielded much due to inadequacy of resources.

Kenya, Ghana and South Africa have made tremendous effort to build the capacity of the ECE teachers and care givers at various levels by opening up training opportunities. The in-service training and workshops to untrained teachers has helped many ECE teachers improve their skills and knowledge give that the teacher is a key determinant of quality of services provided. However, without proper motivation of these teachers and a scheme of service for them, very little is likely to be realized. A regional conference on ECD held in Mombasa in 2002 recognized the important role played by teachers and caregivers. However, the conference pointed out that teacher motivation was still wanting given that teachers had no single employer and they worked under very poor terms and conditions of service. The conference therefore recommended that ECD teachers be under a single employer, and their terms and conditions of service developed and implemented in view of the important work they do (KIE, 2002). This was backed up in 2007 when a motion was passed in parliament to introduce a bill to amend the Education Act so as to provide for training and hiring of ECE teachers in all public nursery schools by the government through TSC (RoK, 2007). Republic of Kenya (2005) KESSP report revealed that there was high turnover rate of ECE teachers due to poor remuneration and lack of support from key stakeholders. To enable ECD teachers to practice what they have learned in training, a strategy must be found to mitigate parental pressure on teachers to "teach" children in literacy and numeracy skills (UNESCO, 2005). This study focused on the role of private sector in supplementing county government financing of pre-school education in Keiyo Sub-county, Kenya.

In Tanzania, Mghasse and William (2016) study focused on exploring issues in the provision of pre-primary education in Monduli district in Arusha region-Tanzania. The study used both qualitative and quantitative approaches in data collection and analysis. Data were collected from the participants through interviews, questionnaire and documentary review. The findings from the study showed that Head Teachers faced multiple challenges in managing pre-primary education, including shortage of classrooms, shortage of qualified teachers and lack of teaching and learning materials. This study concludes that only few schools in Monduli district provided pre-primary

education due to some challenges including inadequate classrooms, inadequate teaching and learning materials, absence of qualified teachers, long distance from schools to home and readiness of parents to enrol students. The schools were found to experience with working with private sector was low and they recommended for more private sector support to improvement of pre-primary education.

3. Materials and Methods

In order to meet the aims and objectives of the study, a survey research design was adopted. Survey research design provides information about the naturally occurring status, behaviour, attitudes and/or other characteristics of a particular group. This study was carried out in Keiyo sub-county, Elgeyo- Marakwet County.

The target population for this study were sub-county education programme officer, all the head-teachers, and pre-school teachers in all the public pre-school centres in Keiyo sub-County. The sub-county has a target population of 155 public pre-school centers and 155 head teachers and 273 pre-school teachers (Sub County Education Office, 2019). Simple random sampling was used to select 47 ECDE schools from the sub-county. These represented 30% as proposed by Kerlinger (2003) of the total number of ECDE schools in Keiyo sub-County. For the sub county programme officer, purposive sampling was utilised to select them. For pre-school teachers, simple random sampling was utilised. Data collection was done using questionnaire and interview schedules. Research instrument was tested for validity and reliability. The data collected was first coded, appropriately collated and then data entered in a computer for analysis using the Statistical Package for Social Sciences (SPSS) version 20. Descriptive statistics was used in analyzing the quantitative data collected. In this case, frequency distribution, percentages and measures of central tendency as well as measures of dispersion were used. Correlation statistics was computed to check on the effect of teaching and learning materials by private sector and quality learning in pre-primary. Qualitative data from the interviews were coded and analyzed thematically.

4. Results and Discussion

4.1 Private Sector Players Financing Quality Pre-School Education

Before proceeding to establish the views that teachers had with regard to the level of private sector financing in provision of teaching and learning material, the teachers were asked to indicate the frequent to which private sector players had supported their institutions in ensuring quality pre-school education was provided. The following scale was used. Never (1), Rarely (2), Sometimes (3), Often (4) and Always (5). Results are presented in Table 1.

Table 1: Private Sector Players Supporting Public Pre-schools

	Private sector	N	R	S	O	A	M	SD
1	Private companies	24 (31.6%)	22 (28.9%)	21 (27.6%)	6 (7.9%)	3 (3.9%)	2.2368	1.1056
2	Private individuals	9 (11.8%)	40 (52.6%)	19 (25.0%)	4 (5.3%)	4 (5.3%)	2.3947	.9533
3	Former pupils	25 (32.9%)	18 (23.7%)	24 (31.6%)	3 (3.9%)	6 (7.9%)	2.3026	1.2002
4	Community members	9 (11.8%)	8 (10.5%)	12 (15.8%)	34 (44.7%)	13 (17.1%)	3.4474	1.2371
5	Community based organisations	13 (17.1%)	9 (11.8%)	15 (19.7%)	29 (38.2%)	10 (13.2%)	3.1842	1.3034
6	NGOs	12 (15.8%)	25 (32.9%)	21 (27.6%)	12 (15.8%)	6 (7.9%)	2.6711	1.1592
7	Religious bodies like churches	7 (9.2%)	11 (14.5%)	25 (32.9%)	27 (35.5%)	6 (7.9%)	3.1842	1.0796
8	WFP & other international bodies	40 (52.6%)	9 (11.8%)	24 (31.6%)	3 (3.9%)	0 (0.0%)	1.8684	.9979
Composite scores							2.6612	1.1295

Key: N-Never, R-Rarely, S-Sometimes, O-Often, A-Always, M-Mean and SD-Standard Deviation

Findings in Table 1 show that various private sector members are involved in one way or another in supporting implementation of quality pre-school curriculum in Marakwet Keiyo County. For instance, data from the above table shows that 44.7% of teachers said that often did community members (including neighbours) financed and supported their institutions. This information was further corroborated by head teacher and sub county programme officer who said that despite county government coming in, most communities living around ECDE centres do offer support. A similar situation was observed in Malawi by Munthali et al. (2014) where 87.2% of respondents reported that it is the community itself that funds the operations of the pre-schools. The result also shows that religious institutions like churches also were active in supporting pre-school centres as can be seen where 35.5% said that it was often provided. This means that churches are also assisting public pre-school centres in running of their programmes. The findings coincide with Kiseu (2012) research that found out that 6% of the respondents chose the church as a preferred form of alternative assistance in the absence of NGOs. During the parents FGD, the head teachers and NGO interview schedules; two churches were mentioned as having acted as alternatives to NGOs.

The result also shows that community-based organisations (CBOs) as women groups also often 38.2% provided financing support to public pre-school centres in Keiyo Sub County. One head teacher who said that confirmed this information: *“Our school collaborate with one women group to support implementation of feeding programme where members volunteer their farm produce to the school as a way of giving back to the community.”*

However, some private stakeholders’ input in financing of pre-schools appeared to be low as can be seen from the findings on the table above. For instance, more than half (52.6%) of teachers said that private individuals financing to their institutions was

low and happened rarely. In addition, 52.6% of pre-school teachers said that international bodies like World Food Programme support to feeding programmes was nonexistent in their schools. Further, former pupils support to pre-school was also found to be inadequate. This finding coincides with information from Sub county programme officer who said that:

“WFP did scale back down operations in provision of school feeding programme as the national government took over the school feeding programme of schools which result late or non delivery of food materials to schools in arid hit areas of the sub county.”

Nevertheless, the composite statistics suggests that 53.2% (or M=2.66) of pre-school teachers have benefited from one way of financing by private sector players in the study area. During interview, another head teacher also indicated to have received support from Kenya Red Cross in addressing infrastructural and nutritional needs as recorded here:

“At least we have been in close contact with Kenya Red Cross to provide necessary support on various issues facing our institution.”

The above result confirms various public sector members (individuals, groups, communities, churches and institutions) are involved in supporting pre-school education. the result coincide with Kiseu (2012) research in Voi Sub County which found out that alternative private sources of assistance in the absence of NGOs included merry go rounds, small scale micro enterprises (SMEs) women groups, profit making enterprises or organizations like Taita Discovery Centre, Tycoon ranchers, Corporate bodies like Safaricom, Airtel, Wild Life Works, Churches and self-sustainability using the capacity building skills as taught by outgoing NGOs. This is different from research conducted in Tanzania where the level of private sector members support of pre-primary education in Monduli district was not existent as reported by Mghasse and William (2016).

4.2 Private Sector Support n Provision of Teaching and Learning Materials

Further, the teachers were asked to state extent at which private sector players (Table 1) contributed to provision of teaching and learning materials towards quality ECDE provision in public pre-schools centres in Keiyo Sub County. the scale used was: Never (1), Rarely (2), Sometimes (3), Often (4) and Always (5). The results are presented in Table 2.

Table 2: Teacher Response the Extent of Private Sector Support
to Provision of Teaching and Learning Materials

	Teaching Materials	N	R	S	O	A	M	SD
1	Provision of exercise books to pupils	21 (27.6%)	18 (23.7%)	31 (40.8%)	6 (7.9%)	0 (0.0%)	2.2895	.96355
2	Provision of textbooks to pupils	24 (31.6%)	14 (18.4%)	35 (46.1%)	3 (3.9%)	0 (0.0%)	2.2237	.94655
3	Provision of chalks, pens and other writing materials	21 (27.6%)	23 (30.3%)	24 (31.6%)	2 (2.6%)	6 (7.9%)	2.3289	1.14761
4	Provision of reference books	20 (26.3%)	22 (22.9%)	23 (30.3%)	8 (10.5%)	3 (3.9%)	2.3684	1.10565
5	Provision of charts and manila paper	23 (30.3%)	12 (15.8%)	33 (43.4%)	5 (6.6%)	3 (3.9%)	2.3816	1.10715
6	Teachers guide books	29 (38.2%)	18 (23.7%)	16 (21.1%)	7 (9.2%)	6 (7.9%)	2.2500	1.27671
7	Play materials e.g. balls, skits	19 (25.0%)	12 (15.8%)	42 (55.3%)	3 (3.9%)	0 (0.0%)	2.3816	.90873
8	Instructional media resources	39 (59.3%)	17 (22.4%)	20 (26.3%)	0 (0.0%)	0 (0.0%)	1.7500	.85049
9	Realia	27 (35.5%)	15 (19.7%)	26 (34.2%)	8 (10.5%)		2.1974	1.04588
10	Crayons	15 (19.7%)	24 (31.6%)	27 (35.5%)	7 (9.2%)	3 (3.9%)	2.4605	1.03847
Composite scores							2.2632	1.0391

Key: N-Never, R-Rarely, S-Sometimes, O-Often, A-Always, M-Mean and SD-Standard Deviation.

Results from Table 2 reveal that 31 (40.8%) of pre-school teachers agreed that sometimes they were provided with exercise books from private sector members, 6 (7.9%) happened to them occasionally, 18 (23.7%) said it rarely happens and 21 (27.6%) said that this always happened. The result therefore shows that private sector provision of exercise to pre-school pupils was at a lower level as mean value shows that this rarely happened in most schools (M=2.28 and SD=0.96). Secondly, research results shows that 35 (46.1%) of pre-school teachers said sometimes textbooks were provided, 3 (3.9%) said it was often provided, 14 (18.4%) said that it was rarely provided and 24 (31.6%) have never received textbooks support from private players other than government of parents. This shows that on rare occasions (M=2.22 and SD=0.94) are private sector players providing textbooks for pupils learning in public pre-school centres in Keiyo Sub County, Kenya. During interviews, some head teachers 22 (68.8%) agreed that they have received some form of support (despite not being high) through textbooks. Head teacher No. 9 said that:

“Yes, e.g. World Vision and Kenya Red Cross who have provided supplementary books which enhance language practice and improve communication skills by pupils.”

Another head teacher No. 11 also said that they have received some kind of support from religious groups in distribution of storybooks as qualified below:

“My pre-school classes have benefited from story books being distributed by religious groups coming through the school sponsor (church) for use by pre-school children especially religious ones (Christianity)”

On the extent to which chalks, pens and other materials were provided or donated to pre-schools, 21 (27.6%) have never seen this happen in their institution, 23 (30.3%) admitted that it happened on rare occasions, 24 (31.6%) said it sometimes happened, 2 (2.6%) admitted this practice often happened and 6 (7.9%) indicated that this always happened in their pre-schools. the result therefore shows that private sector support with chalks, pens among other writing materials is at lower level ($M=2.32$ and $SD=1.14$). nevertheless, the higher standard deviation values suggest that there are few institutions in the sub county that have benefited from private sector players in provision of the above named instructional resources for facilitating effective implementation of ECDE curriculum in pre-schools.

On the provision of reference books for pre-school teachers to use, 20 (26.3%) admitted this has never happened, 22 (22.9%) said that this rarely happened, 23 (30.3%) said that this sometimes happened, 8 (10.85) indicated that reference books were often provided while 3 (3.9%) are the ones who agreed that they were also supported by private sector players in provision of reference books. Still, the mean statistics shows that the level of support in provision of these resources is at below average level ($M=2.36$ and $SD=1.10$). Therefore, teachers agreed to be receiving little support in terms of provision of reference books to facilitate learning in public pre-school centres. On the provision of charts and manila papers, 23 (30.3%) said this never happened, 12 (15.8%) said this sometimes happened, 33 (43.4%) said that this sometimes happened, 5 (6.6%) agreed this to be occasionally happening in their schools and 3 (3.9%) said the said resources were always provided by private sector players. This means that on rare occasions ($M=2.38$ and $SD=1.10$) were manila papers and charts provided by private sector players in public pre-school centres in Keiyo Sub County. When asked on the extent to which private sector players contributed towards provision of teachers guide books, 29 (38.2%) said to have never received, 18 (23.7%) rarely received, 16 (21.1%) sometimes received, 7 (9.2%) often received and 6 (7.9%) always received.

This show that on rare times ($M=2.25$ and $SD=1.27$) do private sector players provided teachers with guide books approved by KICD to use in preparing and conducting their lessons in pre-school classrooms. nevertheless, the standard deviation values suggest that there are still some schools (although not many) in the sub county that have benefited from receiving support from private sector players in terms of teachers guide books. On the level of play materials support, 19 (25.05) have never received, 12 (15.8%) said that they rarely received, 42 (55.3%) sometimes received and 3 (3.9%) often received. This means that sometimes preschool teachers received donations in terms of balls and games kits to facilitate the implementation of play activities for pre-school learners. This information was supported by 12 (37.5%) of head teachers who were interviewed who said that they had received some play materials from local athletes

(training in high altitude camps) and former students. This is evidenced by one head teacher No. 17 who remarked that:

"In my school, we have been receiving some play materials and equipment from our former students who became champions in athletics events as part of giving back to the community."

Another head teacher No. 8 also said the following:

"Living close to athletes' camps has benefited our school because they come and train in our school grounds after which they do contribute in terms of providing balls among other play materials."

Another head teacher No. 32 also said the following:

"One of our neighbours who own a fleet of vehicles has been providing the school with used vehicle tyres (without wires) which are used by pre-school pupils during their outdoor events."

The above information shows that different kind of players support schools in availing necessary materials to aid implementation of curriculum. Moreover, the mean statistics (for combined data) shows that this practice happened rarely on majority ($M=2.38$ and $SD=0.9$) of public pre-school centres as confirmed by standard deviation values that are below 1. With regard to provision of instructional media resources, most 39 (59.3%) have never received from private sector players, 17 (22.4%) rarely received and 20 (26.3%) sometimes received that kind of support. This means that most schools rarely ($M=1.75$ and $SD=0.85$) received instructional media support from private sector players in the study area. Findings also revealed that 27 (35.5%) of pre-school teachers indicated to have never received realia support from private sector players, 15 (19.7%) received on rare occasions, 26 (34.2%) received sometimes these resources and 8 (10.5%) often received realia from private sector members. the research henceforth suggests that support by private sector players in providing realia was low ($M=2.19$ and $SD=1.04$) in public pre-school centres in Keiyo Sub County, Kenya. realia involve newspapers and other cuttings that are provided to enhance learners process in their language as they deliver the most realistic and useful lessons possible when used.

Lastly, study results show that 15 (19.7%) of pre-schools teachers said not to have received crayons from private sector players, 24 (31.6%) have rarely received, 27 (35.5%) sometimes received, 7 (9.2%) often received and 3 (9.3%) always received. This shows that at moderate level ($M=2.46$ and $SD=1.03$) have private sector players supported public pr-school centres in the area in providing crayons for children to use in drawing and art activities. Considering the sub county is rural based, it is proper that learners' artistry

talents are developed through provision of crayons to help the colour the drawings and pictures that they draw.

Composite data reveal that the provision of teaching and learning materials in public pre-school centres was at lower level ($M=2.26$ and $SD=1.03$). Nevertheless, it is good to note that the higher standard deviation suggests that 45.3% of schools have in one way or another benefited from receive some (not all) instructional resources to facilitate effective teaching and learning in public pre-school centres in Keiyo Sub County. In agreement with the study results, Mghasse and William (2016) research in Monduli district Tanzania found that private sector members did not participate in improving pre-primary education through provision of instructional materials.

To establish the effect of provision of teaching and learning materials and quality ECDE implementation in public pre-schools, a correlation analysis was computed. The results are given in Table 3.

Table 3: Correlations of Private Sector Support in Provision of Teaching and Learning Materials and Quality ECDE Implementation in Pre-schools

		Teaching & Learning Materials Support	Quality ECDE Provision
Teaching & Learning Materials Support	Pearson	1	.303**
	Correlation		
	Sig. (2-tailed)		.008
	N	76	76
Quality ECDE Provision	Pearson	.303**	1
	Correlation		
	Sig. (2-tailed)	.008	
	N	76	76

** . Correlation is significant at the 0.01 level (2-tailed).

The statistics shows that there exists a weak positive effect which is significant ($r=0.303$ and $p=0.008$) between private sector support in provision of teaching and learning materials and provision of quality of ECDE education in public pre-schools in Keiyo Sub County. This means that continued private sector support in providing pre-school centres with instructional materials would lead to improvement in provision of quality ECDE curriculum implementation. Both head teachers and sub county programme officer interviewed support this information. For instance, the programme officer said that:

“Actually, we appreciate the way private sector players support our ECD centres in provision of books which promotes reading culture among pre-school pupils. In addition, provision of resources supplements what the county government has provided leading to provision of quality pre-school education.”

To support the findings, even one of the head teachers interviewed (No. 23) had this to say:

"I have witnessed in my school where teachers have been supplied with chalks, pens, manila papers, exercise books and textbooks to facilitate effective learning. This has helped parents by defrauding costs associated with purchase of books hence making sure that their children do not miss school for lack of these resources."

The above result suggests that more private sector financing would lead to improvement in quality pre-school education being provided in public pre-schools in Keiyo Sub County.

5. Conclusions and Recommendations

Research findings showed that the level of provision of instructional materials by private sector players was a bit low in the study areas. Specifically, the study found out that only crayons were found to be sometimes provided by private sector players in public pre-school centres in the sub county (M=2.46 and SD=1.03). The least provided were realia (M=2.19 and SD=1.04) and instructional media resources (M=1.75 and SD=0.85). Due to this, majority of public pre-school centres in the sub country relied on county government supplies and instructional learning materials purchased by parents or teachers. The result confirmed that private sector players in provision of teaching and learning materials have invested not much. Further analysis revealed that private sector contribution on teaching and learning materials had low significant positive effect ($r=0.303$ and $p<0.01$) on quality of pre-school education in the study area. The low contribution of private sector support towards quality ECDE was because of the low support in providing required teaching and learning materials to facilitate classroom instruction. Nevertheless, positive contribution means that increased support by private sector players would result to increase quality of ECDE curriculum being implemented in schools. To address the level of support by private sector on teaching and learning materials, there is need for teachers to work with private sector players to request for instructional media resource support and realia, which were found to be inadequately provided in schools. There is need for the creation of book clubs in pre-schools where partners may come and donate ECDE materials at any time.

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